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ABSTRACT

The set of materials are designed for the assessment of literacy, English-as-a-Second-Language (ESL), listening and reading comprehension, and/or job-related skills of factory workers, and are based on work-related tasks. The materials consist of instructions for administering the test, a picture prompt booklet for the test administrator to use with the oral interview portion of the assessment, the worker test booklet, and a questionnaire for test users. The assessment itself consists of an 8-item listening comprehension test and a reading and writing test including identification, reading comprehension, and completion items. The test administration booklet contains: information on the test's design, timing, and scoring; the listening script; an oral interview form; and an overall test score sheet. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Instructions for Administering General Work-based Assessment

Created & Designed by: Sabrina Budasi Martin & Paula Garcia
Artwork by: Euclid J. Talbot
Layout by: Omar Castro

FL 801197

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CHICAGO TEACHERS' CENTER/NORTHEASTERN ILLINOIS UNIVERSITY
UNION OF NEEDLETRADES, INDUSTRIAL AND TEXTILE EMPLOYEES
WORKER EDUCATION PROGRAM

INSTRUCTIONS FOR ADMINISTERING THE GENERAL WORK-BASED ASSESSMENT

Chicago Teachers' Center/Northeastern Illinois University
Union of Needletrades, Industrial and Textile Employees
Worker Education Program

1. Materials & Administration

Before you begin administering the **General Work-based Assessment**, you will need the following materials:

- Listening Script
- Assessment booklets
- Oral Interview questions and score sheets
- Picture Prompt Booklet

The **General Work-based Assessment** consists of three sections:

- I. Listening Section
- II. Reading and Writing
- III. Oral Interview

These sections are divided into sub-sections (i.e. A, B, C) as directions for test items change. In the interest of fair testing practices, be sure your students fully understand the directions within the text of the test. Discuss each section and sub-section if necessary.

Encourage your students to skip questions/readings that are too difficult and go on to the next section or sub-section. They will have a better chance of receiving a higher score if they do not spend unnecessary time on difficult material. Ask them not to share answers or talk during the test. Students who appear to have difficulty with the more advanced sections of the assessment may stop at any time.

I. Listening Section (whole group) pp. 1 - 2

Begin administering this section of the assessment to all members of your class simultaneously. Tell your students you will only read each phrase two times. If students ask you to read the phrase more than twice, explain you cannot and to listen carefully to the next item.

II. Reading and Writing Section pp. 3 - 8.

Advise all students to begin this sections independently. Reinforce previous directions to skip items that are too difficult.

III. Oral Interview

This section is administered one-on-one with test administrator while other students are working on the Reading and Writing Section. Choose a space suitable for interviewing students. If you wish to monitor students working on the reading/writing portion of the test, select a space far enough away so as not to distract or disturb anyone. Continue to call students one by one until you have finished assessing everyone in the class.

To administer the Oral Interview, ask each question, wait for a response, and mark either 0, 1, 2, or 3. Use the following breakdown as a guide to mark the appropriate number for each individual response.

0 = student does not understand, inappropriate or no response

1 = student understands and gives a minimum, unelaborated response (1 - 2 work response)

2 = student understands and gives a less elaborate response, grammar not necessarily correct (short phrases or sentences)

3 = student understands and gives a more elaborate, grammatically correct response

Read questions from individual score sheets and use the Picture Prompt Booklet for questions 10. through 14. There are two pictures to choose from for question 10. and three choices for question 14. Choose only one picture. The alternative picture(s) can be used for post-testing. This is very subjective assessment, highly dependent on the administrator. In order to ensure consistency in scoring, (i.e. pre vs. post), appoint and train a specific person or team to administer the Interview so there is conformity in how student progress is measured over time.

2. Time

The **General Work-based Assessment** generally takes the following amount of time to administer.

Listening	5 - 10 minutes
Oral Interview	5 - 10 minutes per person
Reading & Writing	30 - 40 minutes

3. Scoring the GENERAL WORK-BASED ASSESSMENT

The Oral Interview

Add each column (1, 2, 3) and record number on the lines provided at the bottom of the score sheet. Write total in space provided. The maximum amount of points that can be achieved by a single student is 35.

The Listening & Reading and Writing Section

The following page is the General Work-based Assessment Scoring Key. In all cases, possible correct answers are provided. Each correct answer is worth one point unless indicated otherwise. A key is provided for optional use to reflect how the students individually respond to the questions:

(√) Correct (X) Incorrect (-) No Answer

The maximum amount of points that can be achieved by a single student is 50, (8 for Listening and **42** for Reading and Writing). Add the score for the listening section to the oral section for a total Oral/Listening score of **43**.

A space has been provided to include the Oral Interview score with that of the Listening and Reading and Writing section for a maximum TOTAL score of **85**. Based on the Student Performance Level (SPL) Document developed by the Mainstream English Language Training (MELT) Project by the Center for Applied Linguistics, the following key has been provided for optional use as a guide to place students in the appropriate ESL class level:

LEVEL		Oral/Listening	Reading/Writing	Scores Combined
Literacy	(SPL 0-1)	0- 7	0-15	0- 23
Beginning	(SPL 2-3)	8-18	16-26	24-45
Intermediate	(SPL 4-5)	19-27	27-35	46-63
Advanced	(SPL 6-7)	28-43	36-42	64-85

GENERAL WORK-BASED ASSESSMENT

Listening Script

I. LISTENING SECTION:

Read the following phrases to the students two times.

1. "Please pass me the screwdriver."

2. "The quality control team will meet on December 13th"

3. "The safety committee meeting will be on Thursday at 3:15."

4. "Will you get me part number SPE2018?"

5. "Smoking is permitted in the lunch room only."

6. "Forklifts are only to be operated by authorized personnel."

7. "All employees are required to wear ear plugs on the shop floor."

8. "Maria is not feeling well. She has to talk to her supervisor to tell him that she's sick and will not be able to work today."

General Work-based Assessment

ORAL INTERVIEW

Name:_____ Date:_____

Class/Site:_____ Examiner:_____

	0	1	2	3
1. What is your name?	☐	☐	☐	
2. Please spell it.	☐	☐	☐	
3. Where do you work?	☐	☐	☐	
4. What is your position?	☐	☐	☐	
5. How long have you worked here?	☐	☐	☐	
6. At what time do you start work ?	☐	☐	☐	
7. Do you like your job? Why or why not?	☐	☐	☐	☐
8. What's your supervisor's name?	☐	☐	☐	
9. How is your job different from your supervisor's job?	☐	☐	☐	☐
10. What is this woman doing? (P #1)	☐	☐	☐	☐
11. This woman is sick. What does she say to her supervisor? (P #2)	☐	☐	☐	☐
12. This woman needs some information about her health insurance. What question could she ask? (P #3)	☐	☐	☐	☐
13. Tell what happened in this picture. (P #4)	☐	☐	☐	☐
14. Do you think this is a problem? Why or why not? (P #5)	☐	☐	☐	☐

Score Summary: TOTAL _____ = ☐ + ☐ + ☐

General Work-based Assessment
Scoring Sheet

Name: _____ Date: _____
Site: _____ Examiner: _____

Score Totals:		
	Oral Interview	_____/ 35
	Listening Section	_____/ 8
	Reading and Writing Section	_____/ 42
	TOTAL SCORE	_____/ **85**

Key: (√) = correct answer, (x) = incorrect answer, (-) = no answer

QUESTION ITEM	POINT(S)	QUESTION ITEM	POINT(S)
I. Listening Section			
1. screwdriver	_____	5. woman in lunchroom	_____
2. December 13	_____	6. forklift	_____
3. Thursday at 3:15	_____	7. man with earplug	_____
4. SPE2018	_____	8. woman on telephone	_____
		TOTAL this Section	_____
II. Reading and Writing Section			
A: Labelling Pictures			
1. time clock	_____	4. hammer	_____
2. safety glasses	_____	5. on break	_____
3. machine operator	_____	6. cut hand	_____
B. Application for Employment			
1. date	_____	6. city	_____
2. social security #	_____	7. state	_____
3. name (last, first)	_____	8. zip code	_____
4. street number	_____	9. 18 yrs (yes or no)	_____
5. street name	_____	10. US citizen (yes or no)	_____
TOTAL this Column	_____	**TOTAL this Column**	_____

C. Reading Simple Sentences

1. machine operator _____
2. man punching time clock_____
3. workers on assembly line_____
4. man & woman packing boxes___

D. Sign and Memo Comprehension

1. B. No _____
2. B. False _____
3. B. 6:30 a.m. _____
4. C. 3:30 p.m. _____

E. Paycheck Stub

1. Jose Martin _____
2. 330-33-1232 _____
3. $94.46 _____
4. $661.80 _____
5. $84.50 _____

TOTAL this Column _____ **TOTAL this Column** _____

F. Attendance Policy

1. "You will receive 1/2 point." _____
2. "You will be counseled." _____

G. Accident/Injury Report

1. Employee: Antonio _____
2. Date: May 14 _____
3. Supervisor: Daniel (or student's supervisor) _____
4. Company: Acme Tools (or student's place of employment) _____
5. Time: 2:20 _____
6. Witnesses: Diep, John, Daniel (any or all) _____
7. Part of Body injured: right leg or right knee _____
8. Location of Accident: warehouse, shipping, or receiving _____
9. Task being Performed: painting, cleaning, or getting a box _____
10. Description of How Accident Happened: any unelaborated but accurate response, incomplete sentences >1 pt. complete sentences > 2 pts. _____

TOTAL Parts F and G _____

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General Work-based Assessment

Picture Prompt Booklet to be used with Oral Interview

Created & Designed by: Sabrina Budasi Martin & Paula Garcia
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Worker Education Program

Picture #1

Picture #2

Picture #3

Picture #4

Chicago Teachers' Center/Northeastern Illinois University
Union of Needletrades, Industrial and Textile Employees
Worker Education Program

Picture #5

LE

Name: _____ **Date:** _____

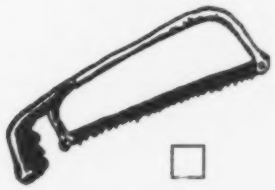
Name of Company: _____

General Work-based Assessment

I. Listening Section

Listen to the teacher and put a check mark (✓) next to the correct item.

1.



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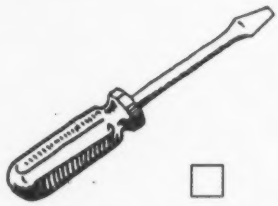


☐

2. A. December 13 ☐
   B. December 30 ☐
   C. September 13 ☐

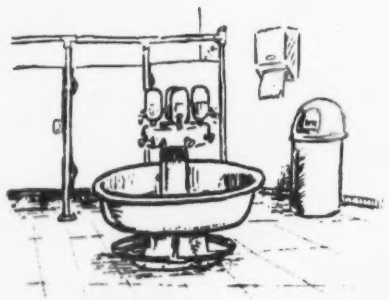
3. A. Tuesday at 3:30 ☐
   B. Thursday at 3:15 ☐
   C. Tuesday at 3:50 ☐

4. A.#SPI2018 ☐
   B. #SPE2017 ☐
   C. #SPE2018 ☐

5.

☐

☐



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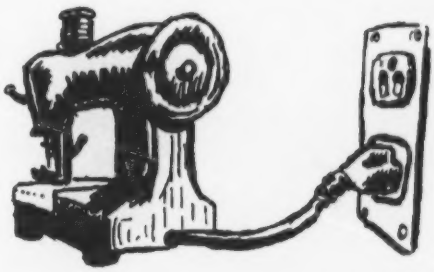
15 A

Listening Section Continued...

6.

☐



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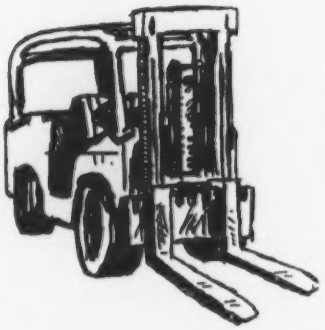

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7.

☐

☐

☐

8.

☐

☐

☐

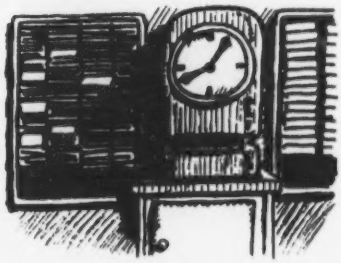
II. Reading and Writing Section

A. Label each picture with the correct word.

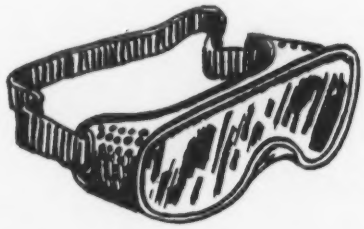
Screwdriver	Hammer
~~Fire extinguisher~~	Social security
Gloves	Safety glasses
Machine operator	Cut hand
Time clock	On break

Example:

Fire extinguisher



1. _____

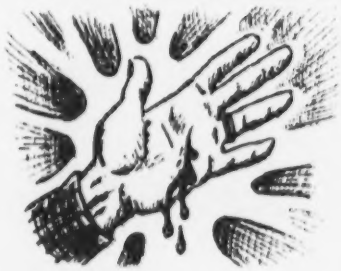


2. _____

3. _____

4. _____

5. _____



6. _____

B. Fill out the following job application with your personal information.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (EQUAL OPPORTUNITY EMPLOYER)

Date _____

Social Security Number _____

Name _____
Last First

Address _____
Street

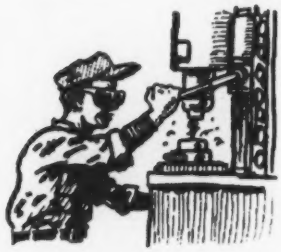
_____
City State Zip

Are you 18 years or older? ☐ Yes ☐ No

Are you either a U.S. Citizen or an Alien authorized to work in the United States? ☐ Yes ☐ No

C. Read each statement and mark the correct picture with a check mark (✓.)

1. He is a machine operator.



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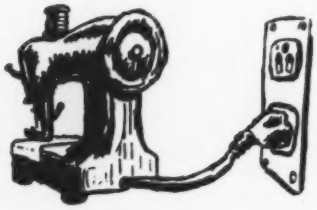

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☐

2. This employee is late for work.

☐

☐

☐

3. They are working on the assembly line.

☐

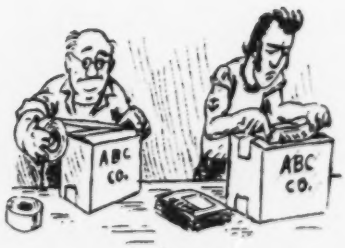
☐

☐

4. They are packing the boxes with assembled parts.

☐

☐



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D. Read the sign and memo. Circle the correct answer to the following questions.

DO NOT PUNCH IN BEFORE 6:45 A.M.

1. Can employees punch in at 6:30 a.m.?

   A. Yes B. No

Memo

To: *All employees*
From: *Personnel*
Re: *Shift change*
Date: *March 18*

During the summer, the first shift will begin at 6:30 a.m. and end at 2:30 p.m. This change will take effect on Monday, June 5th and continue through August 31st. Starting September 1st, the schedule will return to 7:30 a.m. to 3:30 p.m.

2. The first shift schedule is the same all year.

   A. True B. False

3. Javier works first shift. What time does he start work on Wednesday, June 7th?

   A. 7:30 a.m. B. 6:30 a.m. C. 2:30 p.m.

4. On September 13th the first shift will end at:

   A. 2:30 p.m. B. 3:30 a.m. C. 3:30 p.m.

E. Read the following paycheck stub and answer the questions that follow.

Northeastern Illinois University

STATEMENT OF EARNINGS

321241

DATE: 03-15-96 NAME: Jose Martin SSN: 330-33-1232

EARNINGS	HOURS	AMOUNT	DEDUCTIONS		YEAR TO DATE	
REGULAR	84.50	845.00	FED-TAX	94.46	GROSS	2,915.00
			STATE-TAX	24.10	FED-TAX	276.26
			FICA-MEDI	64.64	STATE-TAX	81.20
					FICA-MEDI	223.00
					NET PAY	
TOTAL EARNINGS		845.00	TOTAL DEDUCT.	183.20		661.80

ALBANK

1. What's the person's name?_____

2. What's the social security number?_____

3. How much is deducted for federal taxes this pay period?_____

4. How much money did the employee receive after deductions?_____

5. How many total hours did the person work?_____

F. Read the company policy below and answers the questions that follow.

ATTENDANCE POLICY

For each absence, you will receive one (1) point. If you are late or leave early without a reason, you will receive one-half (1/2) point. If you accumulate three (3) points or more within a 12- MONTH PERIOD , the following schedule will apply.

Three (3) points .....You will be counseled.
Five (5) points ..... You will receive a written warning.
Eight (8) points ..... You will be suspended 2 days without pay.
Twelve (12) points ..... You will be terminated.

1. What happens if you are late without a reason?

_____

2. If an employee receives 3 points in 5 months, what will happen?

_____

G. Look at the picture on the following page and fill out the Accident Report Form for the injured employee.

ACCIDENT INJURY REPORT

THIS SECTION TO BE COMPLETED BY EMPLOYEE:

Employee: _____ Date of Accident: _____

Supervisor: _____ Company: _____

Time of Accident: _____

Witnesses: _____

Part of Body Injured (be specific): _____

Location of Accident: _____

Task Being Performed: _____

Describe how the accident happened. _____

_____

_____

_____

_____

_____

Employee Signature: _____ Date: _____

NO. 36
WAREHOUSE
John
ACME
TOOLS
MAY
14
Daniel
Diep
Antonio

Name: _____ Date: _____

Organization: _____

General Work-based Assessment
Project Participants Questionnaire

Please answer these questions about your program and your purposes for requesting the General Work-based Assessment and return it to:

Sabrina Budasi Martin
Worker Education Program
Chicago Teachers' Center
770 N. Halsted, 4th Floor
Chicago, IL 60622

1. Why did you request the GWA?
   ____ to administer to students ____to review it for other purposes
   Please Explain: _____

2. If you will not be administering it to students, what is your purpose for requesting it? _____
   _____

3. If you will administer the GWA to students, please describe them. Break down into percentages if possible.
   Are they: a. ____ adults (20+) ____ teen (19 & under)
   b. ____ workers ____ unemployed
   c. ____ immigrants ____ native English speakers

4. What ethnic groups do your students represent? Break down by percentage if possible.
   ____ Native American ____ African American
   ____ Latino ____ Asian
   ____ White (non-Latino) ____ Mid-Eastern
   ____ Other: _____

5. Why are you administering the GWA to your students? Check all that apply.
   ____ to assess English language skills
   ____ to assess literacy skills
   ____ to assess employment skills
   ____ for placement purposes
   ____ to qualify for a training program
   ____ Other: _____

6. What kind of program are your students enrolled in?
   ____ on-the-job training
   ____ pre-employment job training
   ____ displaced workers program
   ____ school-to-work program
   ____ high school or alternative high school
   ____ Other: _____

7. **Were the Instructions for Administering the General Work-based Assessment clear and easy to follow?** **yes** **no**
   Why or why not? _____
   _____

8. **Were the directions on the GWA clear and easy for your students to follow?** **yes** **no**
   Why or why not? _____
   _____

9. **Was the GWA easy to score?** **yes** **no**
   Why or why not? _____
   _____

10. **Was the GWA useful - i.e. Did it measure the skills, progress, level, etc. to meet your needs?** **yes** **no**
    Why or why not? _____
    _____

11. Will you continue to use the GWA to asses your students and skills? yes no
    Why or why not? _____
    _____

12. Please tell us more!!! _____
    _____
    _____
    _____

13. Can we contact you in the future? Please provide us with your name and phone number so we can call you. _____
    _____

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